

Blackville-Hilda Junior High

P. O. Box 186
Blackville, South Carolina 29817

Grades	7-8 Middle School	
Enrollment	142 Students	
Principal	David W. Corder	803-284-3778
Superintendent	William A. Sandifer	803-284-2234
Board Chair	Steve McCormack	803-284-0215

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	30	16

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No
2004	Below Average	Below Average	No
2005	Below Average	Unsatisfactory	No

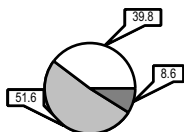
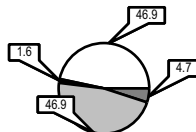
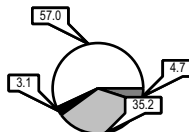
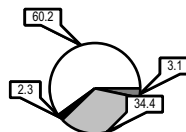
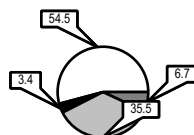
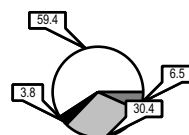
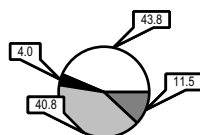
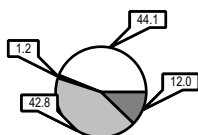
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	139	100.0	39.8	51.6	8.6	0.0	18.8	Yes	Yes
Gender									
Male	72	100.0	46.4	50.7	2.9	0.0	10.1		
Female	67	100.0	32.2	52.5	15.3	0.0	28.8		
Racial/Ethnic Group									
White	31	100.0	33.3	51.9	14.8	0.0	22.2	I/S	I/S
African American	108	100.0	41.6	51.5	6.9	0.0	17.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	108	100.0	27.6	61.2	11.2	0.0	24.5		
Disabled	31	100.0	80.0	20.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	139	100.0	39.8	51.6	8.6	0.0	18.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	139	100.0	39.8	51.6	8.6	0.0	18.8		
Socio-Economic Status									
Subsidized meals	117	100.0	44.9	47.7	7.5	0.0	15.9	No	Yes
Full-pay meals	22	100.0	14.3	71.4	14.3	0.0	33.3		

Mathematics – State Performance Objective = 36.7%									
All Students	139	100.0	46.9	46.9	4.7	1.6	14.8	No	Yes
Gender									
Male	72	100.0	49.3	43.5	4.3	2.9	15.9		
Female	67	100.0	44.1	50.8	5.1	0.0	13.6		
Racial/Ethnic Group									
White	31	100.0	37.0	51.9	7.4	3.7	22.2	I/S	I/S
African American	108	100.0	49.5	45.5	4.0	1.0	12.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	108	100.0	35.7	56.1	6.1	2.0	18.4		
Disabled	31	100.0	83.3	16.7	0.0	0.0	3.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	139	100.0	46.9	46.9	4.7	1.6	14.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	139	100.0	46.9	46.9	4.7	1.6	14.8		
Socio-Economic Status									
Subsidized meals	117	100.0	50.5	44.9	2.8	1.9	13.1	No	Yes
Full-pay meals	22	100.0	28.6	57.1	14.3	0.0	23.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	139	100.0	57.0	35.2	4.7	3.1	7.8
Gender							
Male	72	100.0	53.6	37.7	4.3	4.3	8.7
Female	67	100.0	61.0	32.2	5.1	1.7	6.8
Racial/Ethnic Group							
White	31	100.0	51.9	29.6	3.7	14.8	18.5
African American	108	100.0	58.4	36.6	5.0	0.0	5.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	100.0	44.9	44.9	6.1	4.1	10.2
Disabled	31	100.0	96.7	3.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	100.0	57.0	35.2	4.7	3.1	7.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	139	100.0	57.0	35.2	4.7	3.1	7.8
Socio-Economic Status							
Subsidized meals	117	100.0	62.6	30.8	4.7	1.9	6.5
Full-pay meals	22	100.0	28.6	57.1	4.8	9.5	14.3

Social Studies							
All Students	139	100.0	60.2	34.4	3.1	2.3	5.5
Gender							
Male	72	100.0	65.2	27.5	2.9	4.3	7.2
Female	67	100.0	54.2	42.4	3.4	0.0	3.4
Racial/Ethnic Group							
White	31	100.0	66.7	14.8	11.1	7.4	18.5
African American	108	100.0	58.4	39.6	1.0	1.0	2.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	100.0	49.0	43.9	4.1	3.1	7.1
Disabled	31	100.0	96.7	3.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	100.0	60.2	34.4	3.1	2.3	5.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	139	100.0	60.2	34.4	3.1	2.3	5.5
Socio-Economic Status							
Subsidized meals	117	100.0	65.4	30.8	2.8	0.9	3.7
Full-pay meals	22	100.0	33.3	52.4	4.8	9.5	14.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	56	100.0	42.9	48.2	8.9	N/A	8.9
	8	95	97.9	47.3	47.3	5.4	N/A	5.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	76	100.0	42.9	47.1	10.0	0.0	10.0
	8	63	100.0	36.2	56.9	6.9	0.0	6.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	56	100.0	46.4	44.6	5.4	3.6	8.9
	8	95	100.0	55.8	37.9	6.3	N/A	6.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	76	100.0	48.6	41.4	7.1	2.9	10.0
	8	63	100.0	44.8	53.4	1.7	0.0	1.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	76	100.0	48.6	40.0	5.7	5.7	11.4
	8	63	100.0	67.2	29.3	3.4	0.0	3.4
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	76	100.0	71.4	21.4	4.3	2.9	7.1
	8	63	100.0	46.6	50.0	1.7	1.7	3.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 142)				
Students enrolled in high school credit courses (grades 7 & 8)	10.6%	Up from 8.8%	10.0%	15.5%
Retention rate	2.8%	Down from 5.6%	4.5%	3.0%
Attendance rate	96.0%	Down from 96.4%	95.3%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	15.8%	Up from 13.4%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	14.4%	Up from 11.3%	6.9%	4.6%
Eligible for gifted and talented	12.8%	Up from 11.2%	7.8%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	23.4%	Up from 19.9%	15.3%	13.6%
Older than usual for grade	10.6%	Up from 8.2%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	21.1%	Down from 29.6%	1.4%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	53.8%	Down from 57.1%	50.0%	51.8%
Continuing contract teachers	92.3%	Down from 92.9%	66.7%	78.1%
Highly qualified teachers	100.0%	No change	89.3%	89.6%
Teachers with emergency or provisional certificates	15.4%	Down from 21.4%	9.0%	6.0%
Teachers returning from previous year	80.0%	Up from 72.7%	79.1%	85.4%
Teacher attendance rate	92.6%	Down from 94.2%	94.7%	94.9%
Average teacher salary	\$37,129	Up 2.3%	\$40,133	\$41,328
Prof. development days/teacher	10.6 days	Down from 11.4 days	11.0 days	11.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 18.8 to 1	18.7 to 1	21.3 to 1
Prime instructional time	87.3%	Down from 89.5%	87.9%	89.3%
Dollars spent per pupil*	\$6,219	Up 13.7%	\$6,949	\$6,022
Percent of expenditures for teacher salaries*	69.1%	Up from 63.7%	59.5%	61.7%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.3%	96.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	98.2%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year has been one of the most challenging years since school report cards have been published. The addition of science and social studies scores being included in the formulation of absolute and improvement ratings along with the raising of the standard in the absolute score has presented a formidable task as our school works to improve student achievement.

This past year has seen us adjust the school schedule to increase instructional time. Students who were deficit in one or more areas of the Palmetto Achievement Challenge Test were assigned to extra tutorial classes during the school day in addition to being provided remediation after school. A homework center was also provided after school for students who needed help with their homework.

Programs that have been in place for several years are being continued and expanded. The "lunch buddy" program sponsored by our business partner Excel, Inc. has been expanded to include students from Macedonia Elementary and Blackville-Hilda High School. The "Lightspan" extended day program continues to provide students with opportunities to practice and build on skills learned in the classroom.

Our student body demonstrated their concern for their community by participating in several civic activities this past year. Our student council and Junior Beta Club participated in the homecoming and Christmas parades, held an Arbor Day program at the school for the local Garden Club, and visited the local nursing home during Christmas. The Student Council sponsored a food drive for the local food bank, participated in the "Secret Santa" and "Toys for Tots" programs, and collected items for Easter baskets for needy children in our area. Our students have also raised money for St. Jude's Children's Hospital, the American Leukemia Society, and the American Cancer Society.

Despite the challenges that we face, Blackville-Hilda High School continues to offer strong academic programs in a safe, caring environment.

David W. Corder, Principal
Pam Cooper, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	10	56	23
Percent satisfied with learning environment	80.0%	76.4%	91.3%
Percent satisfied with social and physical environment	90.0%	80.4%	65.2%
Percent satisfied with school-home relations	66.7%	87.5%	73.9%

*Only students at the highest middle school grade level at this school and their parents were included.